DOCUMENT RESUME

ED 219 187 RC 013 486

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TITLE Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Seven.
INSTITUTION Harris County Dept. of Education, Houston, Tex.
SPONS AGENCY Texas Governor's Office, Austin. Criminal Justice Div.
PUB DATE 79
GRANT JA-79-C03-5874
NOTE 95p.; For related documents, see RC 013 47?-487.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Behavior Standards; *Citizenship Education; Citizenship Responsibility; *Community Development; Curriculum Guides; *Decision Making Skills; Elementary Education; Experiential Learning; Government Role; *Grade 7; Laws; Leadership; Role Playing; Simulation; *Social Studies; *Units of Study
IDENTIFIERS Citizen Me Project TX

ABSTRACT

The Citizen Me Level Seven guide incorporates the project's goal of providing a curriculum which integrates concepts of basic citizenship education with community involvement through gaining an understanding of rights, liberties, and obligations of citizens, understanding the free enterprise system, and applying values that lead to skill in human relationships and effective citizenship. The 14 lessons deal with the process of establishing a community, with students working in small groups and role playing in positions of leadership in the community they settle. The lessons deal with such topics as leadership, citizen responsibilities, problem solving, and various aspects of government and the law, and are to be completed in sequence as each lesson builds on another. Role cards provide background information, traits/personality, and reasons for joining the group. Land data cards simulate various geographic settings. While the unit is appropriate as an introductory or culminating experience for colonization of Texas, the guide is timeless and can pertain to any frontier or new settlement in a future society. (BRR)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Seven

Linda E. Francis

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

This curriculum was prepared as the result of funding from the Office of the Governor Criminal Justice Division (Grant N. JA-79-C03-5874) Austin, Texas in cooperation with the Harris County Department of Education.
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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

Gather facts to aid in making difficult decisions involving conflict.

Clarify alternative choices and consequences in decisions to be made.

13. Use the skills of:

A. locating and organizing information.

B. Drawing inferences and tentative conclusions from data.

C. formulating and applying generalizations to new situations.

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INTRODUCTION TO GRADE SEVEN

The following lessons deal with the process of establishing a community. Students are placed in the position of taking leadership responsibilities within the community that they settle. Most of the work is done by the students in small groups.

The role of the teacher, in most cases, is guide or facilitator. This generally requires the teacher to move among the groups, answer questions, and encourage students to stay on target.

The lessons are to be completed in sequence as each builds on another. The unit is appropriate as in introductory or culminating experience for colonization of Texas. The data is timeless and can pertain to any frontier or new settlement in a future society.

Lesson 1

Purpose: Provide an opportunity for students to identify and discuss traits or qualities that are essential in good leadership.

Concept: Leadership

Time: 45-50 minutes

Materials:
Butcher Paper
Pens
Role-Play Data Card
Community Decision Sheet #1

Objectives:

1. Students will list desirable qualities or traits of a good leader.
2. Cite leadership qualities as being important to individuals other than themselves. (Using role-play data card)
3. Compare qualities of leaders of the past or the present with those qualities listed by the class as being essential to a leader.
4. Will collect, list, group and categorize data.

To the Teacher: One day prior to beginning Lesson 1 have students survey parents, friends/neighbors using the question, "What are some traits you think a leader should have? Students should list responses and bring to class the next day.

Activities

1. Ask students to have their lists of leadership traits available for discussion later.
2. Large Group Discussion:
   A. "What are some traits or qualities that you think a leader should have?" List on board or butcher paper, stopping only for clarification of an idea if needed.
   B. "Looking at our list, which items could go together because they are alike in some way?" (Write groups on the board.) Why would you put these words together?"
   C. Get labels for each group by asking, "What are some labels we could give each of these groups?" Get reasons for each label.
3. "Based on this discussion, let's look at some leadership qualities in some specific people." Distribute a Role Data Card and the handout Community Decision Sheet to each student. Have students take a few minutes to read "To the Student" on the Community Decision Sheet. Be sure that everyone understands

the instructions. Explain that the card contains information about the background and ideas of a person who will be part of a group thatwill establish a new community. The student will assume this person's identity throughout this unit. The student will make decisions as he/she thinks this person would based on the characteristics of the person.

4. Instruct students to study their Role Data Card and complete the Community Decision Sheet. Allow 15-20 minutes.

5. Continue the large group discussion by asking: "Now that you have studied your character and can assume that identity, what other traits of leadership do you think should be added to the original list?" "Using your list from home, place a check by the qualities on your list that we also included on the board. What traits appear on your list that are not on the board?" List them separately.

Optional Discussion or Homework Assignment: To watch television news

6. "Thinking about all of these traits of leadership, what people have we studied or what people have you seen in the news that demonstrate some of these traits?" "Which traits do they possess?"

YOUR NAME:_____

PERIOD:_____

Community Decision Sheet # _____

TO THE STUDENT:

For the next few days you will assume the identity of the person on the Role-Card that you received from your teacher.

The Community Decision Sheets contain tasks (assignments) that you will complete with your group or alone. It is important that you follow the instructions and keep your Journal and Task Assignments up to date. Many assignments are written together by the group and should be written in by every member.

This assignment will be more enjoyable if you will put yourself into the identity and place of the Role-Card character throughout the assignment.

YOUR GRADE WILL BE BASED ON:

1. Group Participation:

   being a good listener
   a contributor to large and small group activities
   supportive of group

2. Community Decision Sheets completed according to the directions

3. Journal entries - special consideration will be given if you communicate your role identity. The more creative you are the better your grade

4. Sharing activity at end of study

5. Self and group evaluation

6. Written test at end of study, including vocabulary and special notes taken in class

COMMUNITY DECISION SHEET #1

1. Write the number on the corner of the Role-Card in this blank.

   _____

   This will be your role identity for this unit.

2. Study your Role-Card

3. We have just listed traits of a good leader. Look at your Role-Card. What traits of leadership do you have?

   List 3 to 5 traits:

   _____

   _____

   _____

   _____

   _____

4. Select one (1) of your leadership traits and write at least one sentence and not more than three (3) sentences telling why you think that trait is important.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

ROLE CARDS

1 - A

Name:

Age:

Background: Trained as a teacher of mathematics. Is a good repair person of mechanical devices for factories. Can handle most mechanical problems of small equipment. High school education.

Traits/Personality: Quiet; reasonable; good listener; sturdy build.

Reason for Joining Group: To have a change of scenery, be part of new frontier - Use skills in new ways. To be independent.

1 - B

Name:

Age:

Background: Known as outstanding athlete in youth - became an outstanding public speaker. Trained as a lawyer - has made a name defending groups of people who have been discriminated against. From a wealthy family.

Traits/Personality: Outgoing; self-possessed; good sense of humor - talented, resourceful.

Reasons for Joining Group: Somewhat of an idealist - wants to establish a community where all may live and work together peacefully contributing to the welfare of all.

1 - C

Name:

Age:

Background: Educated but without specific training - joined military. Traveled about from job to job in order to see the country. Acquired many skills in travels. Is a crack-shot and skilled fisherman.

Traits/Personality: Good natured; sometimes lazy; strong physically - has own opinions how to do things; obstinate.

Reasons for Joining Group: To move into new territory - be the first one on the land there - might even want to settle down and farm a section of land.

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1 - D

Name:

Age:

Background: Grew up on farm but left to become apprentice to be a carpenter in the city. Can get along fairly well because of grammar school education.

Traits/Personality: Serious and skillful with hand tools, but interested in many things. Has good singing voice and is welcome because of pleasant manner.

Reasons for Joining Group: Hopes to be able to be own boss. Have enough work to pick and choose jobs. Build houses for comfort and strength -furniture.

1 - E

Name:

Age:

Background: Raised in farm community. Attended university and graduated as a mining engineer. Displayed strong organizational techniques during war years by supplying food for citizens in war torn areas.

Traits/Personality: Was well liked because of good nature and sincere treatment of people and issues.

Reasons for Joining Group: To serve to help explore and establish a base to open mining company of his own - provide world with natural resources needed for industry.

2 - A

Name:

Age:

Background: Grew up on large prosperous farm. Went away for schooling -studied to be lawyer, returned to farm after father's death. Knows much about raising sheep for wool.

Traits/Personality: Pleasant; well mannered; sometimes too generous with money to friends in need; steady worker.

Reasons for Joining Group: Wants to be part of community that will have new outlook on laws favoring farming and farm products.

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2 - B

Name:

Age:

Background: Not well educated but good with figures. Grew up on small farm. Moved to city as apprentice to watchmaker. Became successful watchmaker and instrument maker for ships.

Traits/Personality: Serious, reliable; likes people but doesn't socialize much.

Reasons for Joining Group: Wants to invest his money and self in new community where he can be more successful because there will be less competition for his skills and products.

2 - C

Name:

Age:

Background: Grew up in wealthy merchant's home. Well educated in finance. Went into family import export business. Hunting and fine horses were main interests.

Traits/Personality: Outgoing; sometimes boisterous; considered brave and reliable by family.

Reasons for Joining Group: Desires new community to explore family business and to prove himself as strong individual away from family and friends. Especially interested in tax-free imports and exports.

2 - D

Name:

Age:

Background: Grew up in rural community. Family owned a prosperous farm and general store. Has a high school education. Worked against passage of laws that taxed imports that cost store much profit.

Traits/Personality: Humorous; fun-loving but serious about business and making money; firm about collecting payments.

Reasons for Joining Group: Desires opportunity to invest and participate in society with more freedom for business owners. Is also interested in creating large farm for products for export.

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2 - E

Name:

Age: 30

Background: Little formal education. Worked around docks as teenager. Apprentice to importer of woolen and cotton goods. Became part owner of business. Traveled to study animals and plants best suited for quality merchandise. Very well respected by customers and farmers who sell raw goods.

Traits/Personality: Pleasant; industrious; serious about business; likes learning; considered to be very intelligent and clever trader.

Reasons for Joining Group: Desires to begin some business by owning own stock of wool bearing sheep and developing industry without heavy competition. Wants to be free of restrictions on imports and exports.

3 - A

Name:

Age:

Background: Grammar school education. Grew up on tiny farm. Helped support family by cutting timber for large land owners.

Traits/Personality: Hardworker; very strong and reliable. Trusted by land owners to supervise timber cutting crews.

Reasons for Joining Group: Desires opportunity to own a farm that will support family. Wants to be independent and not rely on others for work.

3 - B

Name:

Age:

Background: Grew up on small farm. Apprenticed as a weaver. Worked extra long hours in spinning and weaving factory to make ends meet. Considered a skillful weaver and understands how to repair looms.

Traits/Personality: Shy; hardworker; very reliable; a valued and trusted employee.

Reasons for Joining Group: Desires to be own boss. Would like to open own shop where can build and use quality looms and spinning devices.

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3 - C

Name:

Age:

Background: Grew up on land owned by rich land owner. Worked long hours in fields with animals for small wages from home. Small child until about 15. At that time became assistant to farm manager. Reading and writing skills very limited.

Traits/Personality: Strong, energetic worker; somtimes moody; likes to be out of doors; not particularly social, somewhat shy.

Reasons for Joining Group: Desires to leave for new community to be own master; own a small farm and live free of poverty.

3 - D

Name:

Age:

Background: Has little formal education but can do some figures. Known for skillful handling of horses and mules for wealthy landowners. Makes custom buggy gear and saddles in spare time.

Traits/Personality: Outgoing; kind and patient; hardworking.

Reasons for Joining Group: Desires to be independent. Own own land and stable to raise horses and mules for sale. Hopes to own a leather shop to help support self until can build up a large stock of animals.

3 - E

Name:

Age:

Background: Grew up on farm that grew mostly wheat. Apprenticed at age 13 to a miller in the nearby town. Later became a successful miller in own right. Made a sizable fortune from milling and bagging quality meal and flour in a special process.

Traits/Personality: Appreciates hard work and skills of others. Somewhat a perfectionist, likes things done just right. Considered to be fair and considerate.

Reasons for Joining Group: Desires opportunity of living in a new society dedicated to the common good. Wants to return to growing grains and spend days as a farmer again.

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4 - A

Name:

Age:

Background: City dweller; has adequate schooling; works in store that supplies tools and equipment for transportation. Keeps records and accounts for owner. Is salaried employee. Designs heavy equipment in spare time. Has not sold any ideas.

Traits/Personality: Serious; reliable; trustworthy; artistic

Reasons for Joining Group: Desires to be independent and design and make transportation equipment.

4 - B

Name:

Age:

Background: From large family who made living as bakers. Little formal schooling but successful in bakery business although there was little profit after it was first divided between family members.

Traits/Personality: Healthy; outgoing; sensible; good worker. Pride in work.

Reasons for Joining Group: Desire to be owner of own shop. Be best and only baker in community.

4 - C

Name:

Age:

Background: Trained as an accountant - spent most of his time inventing mechanical devices for the home which brought him a small fortune over the years.

Traits/Personality: Has good sense of humor and is known forfair and kind treatment of others. Popular in hometown. Never backs off from problems that are intriguing and catch his interest. Adventuresome nature is in finding solutions to unusual problems.

Reasons for Joining Group: Feels that being in a new community will offer new challenges; curiousity and creative mind can be of use to the community.

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4 - D

Name:

Age:

Background: Grew up on farm. From farm family - moved to city to learn trade -apprenticed to carpenter.

Educational Background: Can read/write/figure

Present Occupation: Construction foreman

Traits/Personalities: Religious; sometimes headstrong and rowdy; hardworking.

Reasons for Joining Group: To have chance to be a part of something new and have opportunity to establish own construction business.

4 - E

Name:

Age:

Background: A quiet intellectual who often appears to be brooding when is actually deep in thought. Though not formally trained at the university is recognized as important political writer and sometime historian.

Traits/Personality: Is a talented musician often entertaining small groups of close friends. Friends say, "a bit absentminded but generous and kind.

Reasons for Joining Group: Desires to be a part of establishing a community that has goals to be carried out. Especially wants to be a part of setting up a good government system.

5 - A

Name:

Age:

Background: Grew up in mining area. Worked in mines as young person. Sent away to school to study mining techniques. Traveled widely learning different skills and making small fortune. Returned home and bought a mine that was in financial trouble. Became very wealthy after rebuilding the mine with safety equipment and new techniques.

Traits/Personality: Studious, friendly, considered brave if not sometimes reckless. Fair in business dealings.

Reasons for Joining Group: Desires to go to new community because of the lure of new prospects of a mining fortune. Willing to take risks for new success and new society.

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5 - B

Name:

Age:

Background: Wealthy family; frail sickly child - outgrew by strenuous outdoor activity; amateur naturalist, painted and sketched.

Educational background: Was taught at home; attended university, trained as a naturalist; entered Navy, trained as officer.

Traits/Personality: Outgoing; strong believer in self; considerate of others; strong believer in justice and fairplay.

Reasons for Joining Group: The lure of adventure and desire to be a part of establishing a new community where all people could live to measure up to the best in them.

5 - C

Name:

Age:

Background: Grew up on the farm and now owns it. Respected in area for being hardworker and driver of a hard bargain. Godfearing, observes only religious holidays. Generally makes little profit each year but lives comfortably because of successful crops.

Traits/Personality: Quiet; stern; respecter of rights and property; hardworking.

Reasons for Joining Group: Desires to make new start where land is richer and untouched by years of cultivation where profits are larger.

5 - D

Name:

Age:

Background: The eldest of 3 fatherless children. Worked to add money to family income. Put self through college. Trained as military leader. Returned to farm to establish a family business. Successful in most things attempted. Became wealthy public figure.

Traits/Personality: Sincere; religious; good sense of humor; has an interest in the underdog - direct in speech.

Reasons for Joining Group: Desire to continue successful venture; has some pioneering spirit. Wishes to establish a community that is a wholesome and desirable place to live and work.

5 - E

Name:

Age:

Background: Trained in languages but spends time and energy in designing buildings. Successful as an architect; also owns construction company to build own designs. Designed and built buldings in many cities and countries. Has made a sizable fortune.

Traits/Personality: Scholarly; thoughtful, enjoys pleasant beautiful things; commands respect when speaks.

Reasons for Joining Group: Desires opportunity to design a community that is thoughtfully and effectively planned as well as beautiful to the eye.

6 - A

Name:

Age: 29

Background: Grew up on small farm. Taught at home by mother. Sent to church school when 12. Studied to be a minister but now works with families of poor working people who have fallen on bad times.

Triats/Personality: Kind; generous; serious thinker; outgoing.

Reasons for Joining Group: Desires to have and work in a community where all people can work and live in happiness and be freed of debt.

6- B

Name:

Age: 32

Background: Raised on vegetable farm until moved to city to apprentice as a carpenter. Little formal schooling.

Traits/Personality: Strong religious beliefs; respectful of authority; somewhat stubborn.

Reasons for Joining Group: Desires a setting to practice religious beliefs freely. Wants to own own carpenter shop.

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6 - C

Name:

Age: 45

Background: Born in city. Father was a cobbler. Was apprenticed to a weaver at age 11; went to grade school only.

Traits/Personality: Disagrees with city officials on many rulings; good worker; weaving craft is respected in the city; strong religious beliefs; sometimes known to fight over unfair laws.

Reason for Joining Group: Wants to be in place where he agrees with rules and work as he pleases.

6 - D

Name:

Age: 20

Background: Grade school education; apprenticed to a blacksmith for 4 years. Lived in city all of life. Father was a seaman. Grew up around docks and ships.

Traits/Personality: Good natured; attends church twice a week; hardworking; obedient.

Reasons for Joining Group: Wants to own own smithy.

6 - E

Name:

Age: 27

Background: Went to sea when only 12 as cabin person. Well traveled. Has grade school education only. Trained in instrument shop at age 20 to repair small mechanical devices used in shipping.

Traits/Personality: Serious; very bright; known to be kind and thoughtful; believes laws not always fair to the average person.

Reasons for Joining Group: Likes to travel/adventure but wants to live where more opportunities for people to be their own boss.

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Lesson 2

Purpose: Provide a situation for students to recognize that qualities of leadership important to one group of people may be different from another group.

Concept: Responsible Leadership

Time: Approximately 2 class periods

Materials:
Community Decision Sheet #2
Role-Play Data Card
Group Data Card

Objectives:

1. The student will identify and list traits of leadership that best suit the needs of the individual colonizers.
2. Identify and list traits of leadership that best suit the composite needs of the group.
3. Demonstrate understanding of the terms 'compromise', consent and dissent through responsible group discussion.
4. Elect an interim leader on the basis of the qualities listed by the group of settlers as being important to their group.

Activities

Teacher: The teacher will review the previous activity of listing traits and qualities of a good leader. (This list should be evident for students' reference). Explain that they will be working in groups for the next few days and should consider their group to be the settlers of a new community.

Journal: Explain idea of writing in the first person, using imagination and being creative.

Define terms on the role cards that may not be clear to students. Example: Merchants, rural.

1. Distribute Community Decision Sheet #2 (one to every student). Have the students put their name and the name of the role-card identity they are assuming on the sheet.
2. Students should have the role-card from the previous day available.
3. Assign students to their small groups. (The room should be arranged for group work prior to the entry of the students. Group assignments should be determined in advance by the teacher. An explanation to students may be made as to how groups were decided on. Students may need to practice getting into their groups in order to avoid problems later.)

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4. Designate a student recorder for each group who will keep records and direct the activities for the first group sessions until a leader is elected by each group (in Lesson 4).

5 A. Before we begin our group activity "What kind of things must take place in a group for a task or assignment to be successful? List responses on board.

"Compromise is a word we have heard before. Do any of the items on our list belong in a definition of compromise?" "Which ones?" "Why?"

B. Distribute the GROUP DATA CARD. Have the recorder read the card to the group.

C. Teacher: Instruct the students to take a few minutes to look over the Community Decision Sheet; they will record their findings on it.

D. In small groups, students will discuss their role-card data explaining the kinds of traits that they would need in a leader.

E. The groups will discuss and decide on the traits that they need as a group. The recorder will make a list. Through compromise, the group should agree on at least 5.

COMMUNITY DECISION SHEET #2

FOCUS: Leadership Needs of Our Community

GROUP TASK:

1. Examine the group data-card. The recorder will read the information to the group. Note: the job skills, knowledge, interests and goals of the group.

2. Sharing: All students will introduce themselves to the group in the identity of the person on the Role-Playing Data Card.
   (Take about 10 minutes.)

3. Discuss and list some of the needs or wants of individuals in this group.

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

4. Look over the group data card again; what kinds of specific leadership traits should a leader of this group have?

   List at least five (5) traits:

   _____ _____ _____

   _____ _____ _____

5. Write down which person in your group would best serve your needs as a leader.

   *Use Role Identity:

   _____

6. Complete Journal Entry #7

ENTRY # 7

NAME _____

GROUP _____ PERIOD _____

Journal of _____. On this day

the ___ of _____ in the year ___.

_____

We met today for the first time. I was nervous at first but my fears were soon put to rest by the group as we talked of our purpose and our aims

rules ..... (finish with 2 more sentences)

_____

_____

_____

_____

_____

A Journal or diary entry is a record of the individual's observations and experiences. It should be personal (a part of a private record) and descriptive.

Organize the entry before writing on this page. It should contain 1-3 sentences and include these word ideas:
group; needs; "I"; leadership; purpose

General Topic:
Our first meeting as a group.

GROUP DATA CARDS

GROUP DATA CARD #1

This group got together as a result of answering advertisements about the opportunities to be had in a new frontier. The members are of different backgrounds; city dwellers, farm people, military and persons from the building trades. They come from different native lands. Their religious and educational backgrounds are very different. None have ever been in trouble with the law. Although they have different native languages, they have one language in common.

GROUP DATA CARD #2

This group is made up of prosperous merchants and farmers. Some of the merchants have a farm (rural) background. They are from the same country but from different communities. Laws regulating trade of farm products have united this group to seek new opportunities for their skills and business interests.

GROUP DATA CARD #3

This group consists mostly of people who have made a living from the land. Most have used their life savings to pay for passage and supplies to settle in the new community. A few merchants and tradesmen are also in the group. In their native land all profits from farm goods or trade goods went to the government. Most of the members have little education. They are united in their desire to create a new community where they will work hard and keep the profits for themselves. Religious backgrounds are varied and several members speak another language from the majority.

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GROUP DATA CARD #4

This group is made up of successful merchants and prosperous land owners. Only one of the members was born wealthy. The rest have made their fortunes several times. They are not strangers to hard work or physical labor although they are presently very wealthy. As a group they are fairly well educated, dedicated to economic success and a desire to live in a community free of controls on business enterprise and personal freedoms.

GROUP DATA CARD #5

This group of colonizers is an interesting lot of people. Their backgrounds and ages are varied. Some are highly educated while others have little or no formal schooling. All have one or more work skills to contribute and the entire group displays unusual creative talents in music, speech and problem solving.

GROUP DATA CARD #6

This group came together because they were dissatisfied with the leadership and laws of their community. The group is made up of people with similar interests and ideas on what a community should be like. The group is made up of mainly city dwellers who are highly skilled in technical and mechanical jobs. Two members of the group were raised on farms but moved to the city in their late teens. The ages of the group are similar and their religious backgrounds are very much alike.

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Lesson 3

Purpose: Establish purposes and goals for the establishment of a community

Concept: Community

Time: 1 - 1½ class periods
Community Decision Sheet #3

Materials: Butcher paper
Pens

Objectives:

1. Students will distinguish essential characteristics that makes a community a good place to live.
2. Be able to group and label data.
3. Write a hypothesis regarding the purpose for creating a community.

To the Teacher: Students will compile a list of characteristics which would be essential to a good community. Students will also establish essential characteristics of a good community by examining group data-card for special needs of the group.

Activities

1. Large Group Discussion: Ask:

   A. "What are some things that make a community a good place to live?" (List on butcher paper, or board, stopping only for clarification of an idea if needed.)

2. Have students arrive at a sentence statement or hypothesis about what characteristics are essential to a good community. Students should write a statement on the Community Decision Sheet #3. Have students share their statements to compile a single class statement. When agreed on, a statement should be written so that students can view it as they proceed through the activities.

3. Group Task: Direct students to their assigned groups. To avoid confusion students should sit in these groups for <u>all</u> activities.

4. Distribute Community Decision Sheet #3. Read the directions to students. Explain that the primary objective is to establish a <u>purpose</u> for their community based on the group data card and role-data cards.

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COMMUNITY DECISION #3

FOCUS: A good Community has certain traits and qualities.

After the large group discussion, write a sentence statement that tells what characteristics are essential (basic) to a good community.

_____

_____

GROUP TASK: Establishing the Community Purpose

As a group you are to decide what will be your purpose as you establish and locate your new community. Follow the procedure below:

1. Make a list of qualities or traits that you want your community to have. You should base your list on your role, group data-cards and the list of traits made by the class.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. Decide on the items that you believe to be the most essential and arrive at a sentence statement that will be your purpose. Each student should jot down a statement on scratch paper and the group can take some of the best phrases to use in the Purpose.

3. Write the Purpose statement in the box to the right. It will be your guide as you proceed through the next activities.

NAME _____

GROUP _____ PERIOD _____

DATE _____

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Lesson 4

Purpose:	Identify leadership needs of specific groups and elect a leader best suited to meet those needs.
Concept:	Leadership; Election
Time:	45 minutes
Materials:	Community Decision Sheet #4 Ballots
Prerequisite:	Lesson 3
Objectives:	1. Identify needs of community in terms of leadership. 2. Identify qualities/traits of leadership that best suit needs. 3. Nominate and elect a leader by balloting.

Activities

1. Review the previous day's activity (writing a purpose for the establishment of each of the communities). Ask the recorder of each group to read the purpose statement and tell briefly about the make-up of the group from the Group Data Card.

2. Review the list of qualities or traits found in a good leader. Tell students they will be electing a leader for their groups that will take them through the establishing of the community.

3. Direct students to Community Decision Sheet #4. Explain the election process. Discuss the terms nominate; secret ballot; unanimous; majority.

4. Distribute slips of paper that will serve as ballots.

5. Monitor each group. Assist in election if necessary. Encourage students to stay within role-card identity.

6. Post names of leaders on board.

7. Take up or check in class Decision Sheet #3 for bookkeeping and suggestions for student progress.

8. Large Group Discussion: When you voted, you looked at the community's purpose, the leadership needs, and the qualities of a good leader. What things do you think people consider when they vote for President of the United States today? (or mayor of their city?)

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COMMUNITY DECISION SHEET #4

FOCUS: Recognizing Leadership Traits

GROUP TASK:

Today you will elect a leader who will direct your efforts of establishing the new community.

The recorder will conduct until the new leader takes over. Discussion is very important.

1. Review your community's purpose.
2. Review the leadership needs of the group.
3. Review qualities of a good leader.
4. Review individual needs from role-card.
5. Each member of group should nominate one (1) person from group on secret ballot who can best serve community and lead effectively.
6. Deposit ballot with recorder.
7. Recorder will read nominees. It may be necessary to discuss items 1-4 again, if too many different people are nominated (or too few).
8. Recorder lists names on paper for all to see.
9. Write name on ballot secretly.
10. Ballot again if one person does not receive majority (more than half) vote.
11. Recorder announces returns.
12. Record today's election in the Journal Box. Tell how you feel about the election and express your thoughts about the future success of the elected leader.

In the next activity the group will get its first information about the new land and begin to make plans and assume new responsibilities.

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NAME _____

GROUP _____ PERIOD _____

ENTRY # 2

Journal of _____ On this day,

the ___ of _____ in the year ___.

General Topic:

Today we elected our leader.

Use these word ideas in your Journal Entry. Underline them in the sentence.

decision(s)
responsible
strong
"I"
group

Use 1-3 sentences. Write in personal style; "1st person".

Lesson 5

Purpose: Establish a community by locating the site and making decisions on issues and problems that are encountered in settlement.

Concept: Site, Community, Settlement

time: 45 minutes

Materials: Community Decision Sheet #5
Community Folder - (contains 2 role cards, map/data cards) 1 per group

Objectives:

1. Identify most suitable locations for settlements on the maps.
2. Interpret map, map symbols of hypothetical land mass.
3. Identify problems that must be resolved prior to and after settlement.
4. Demonstrate ability to assume the role assigned in the community.

Activities

1. Review ideas from the previous days selection of group leaders.
2. Introduce the procedure for establishing a new community by explaining to students that they will be in small groups and they will receive a map and land data cards describing a land area that may be settled. They will analyze this data and decide where their new community will be.
3. Ask: "What are some basic things that people need no matter where they live?" Example: food, clothing, shelter, etc. (List) What problems might the land and climate present in meeting these needs? Remind students that they will need to consider these needs as they decide on the site of their community.
4. Distribute a Community Folder to each group*. Give a Community Decision Sheet to each student. Explain to the groups any map features which they may not understand. After questions regarding the maps have been answered, have students begin to work in their groups.
5. Explain that in their groups they will analyze the data and complete their Community Decision Sheets together. (Approximately 30 minutes)
6. After the site selection has been made, each student will individually write an entry in his/her journal. Review the importance of the Journal entry. Ask why journal or diary accounts would be important for settlers to keep. How might these accounts be valuable at a later date?

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7. Collect the Community Folder at the end of the class period.

*Each group folder will need 1 map for students to observe (staple into folder) and another copy of the same map for students to write on. The Land data card (same number as its corresponding map) can also be stapled into the folder. Also include the appropriate Group Data Card from Lesson 2 and and refer students to their Role Identity Cards.

Example:	Map #1	Map #2
	Land Data Card #1	Land Data Card #2
	Group Data Card #1	Group Data Card #2
	Role Cards 1, A-E	Role Cards 2, A-E

COMMUNITY DECISION SHEET #5

FOCUS: Selecting the Colony Site

GROUP TASK: Each group will receive a folder containing maps and a land data-card.

1. Study the map. The leader should read the data-card to the group. Locate points on the map mentioned on the card. Talk about what you see.

2. What factors does the group consider necessary in a good site for a settlement?

   _____ _____ _____
   _____ _____ _____
   _____ _____ _____
   _____ _____ _____

3. What seem to be the best areas (sites) for locating the community. Mark them with letters on the un-attached map. Describe.

   A. _____

   B. _____

   C. _____

4. What problems or conditions of the land and climate must be dealt with? List and explain.

   _____ _____
   _____ _____
   _____ _____

5. Select the site: Vote on the site if all are not in agreement.

   Describe _____

   _____

6. Complete Journal Entry #3

NAME _____

GROUP _____ PERIOD _____

ENTRY # 3

Journal of _____. On this day,
the ____ of _____ in the year ____.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Describe site selected and tell why it was picked.

Include these word ideas in your account:

safety
land
water
food
shelter

Use no more than five sentences.

LAND DATA CARD #1

Elevation:	Coast 200 to 1,000 ft. Mountain Ranges 2,000 to 8,000 ft.
Rainfall:	0 to 20 inches
Temperature:	Summer Mild 70^{o}-75^{o} (Mountains June-August) Winters Mild 40^{o}-60^{o} average (Doesn't indicate mountain temperature)
Winds:	West off ocean
Woodland:	Evergreen in North
Vegetation	Brush; scrub; low trees, grassland
Coastline:	Rugged and Rocky
Food Sources:	Small animals abundant; some deer and bears. Mountain streams abound in fish.

LAND DATA CARD #2

Elevation:	Southern Coast - Sea Level Coastal Plain 500 feet average Foothills 1000 feet Mountains 2,000-10,000 feet
Rainfall	Coastal - 60-80 inches average Inland 10-40 inches average
Winters:	Coast - Mild 40^{o}-60^{o} Inland - Cold 0^{o}-35^{o}
Summers:	Coast - Cool 60^{o}-70^{o} Average June-September Inland 70^{o}-85^{o} Average (June, July, August)
Forests:	Evergreen
Food Sources:	Wild game abundant near foothills. Fish and shell fish plentiful along coastline.

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LAND DATA CARD #3

Elevation:	Sea Level to 900 feet
Rainfall:	Average 40-60 inches
Climate:	Winters 10^{o}-20 Summers 50^{o}-60^{o} July, August Bay side Warmer 72^{o}
Vegetation:	Forests - Evergreen Grassland - Meadows
Harbors:	Do not freeze on west and south side
Food Sources:	Small animals plentiful. Deer present but not plentiful. Seals abundant at extreme northwest point.

LAND DATA CARD #4

Winters:	Frosty - occasionally severe 0^{o}-50^{o}
Summers:	Warm 70^{o}-90^{o} (May, June, July, August)
Rainfall:	20-40 inches yearly
Trees:	Deciduous (lose leaves in winter) Evergreens
Soil:	Sandy along coast Rich at the foothills
Food Sources:	Wild game abundant. Fish/shellfish along coast

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LAND DATA CARD #5

Elevation:	Sea Level (Below) to 150 feet.
Winters:	Mild 50^{o}-60^{o}
Summers:	Mild 80^{o}-90^{o} April-Mid-October
Rainfall:	Average 65 inches
Ocean Temperature:	Average 70^{o}
Winds:	Generally from South/Southeast
Woodlands:	Evergreens
Animals:	Mosquitos in and around marshes Small mammals Deer Fish/Shellfish abundant

Has 2 lakes both fed by springs.

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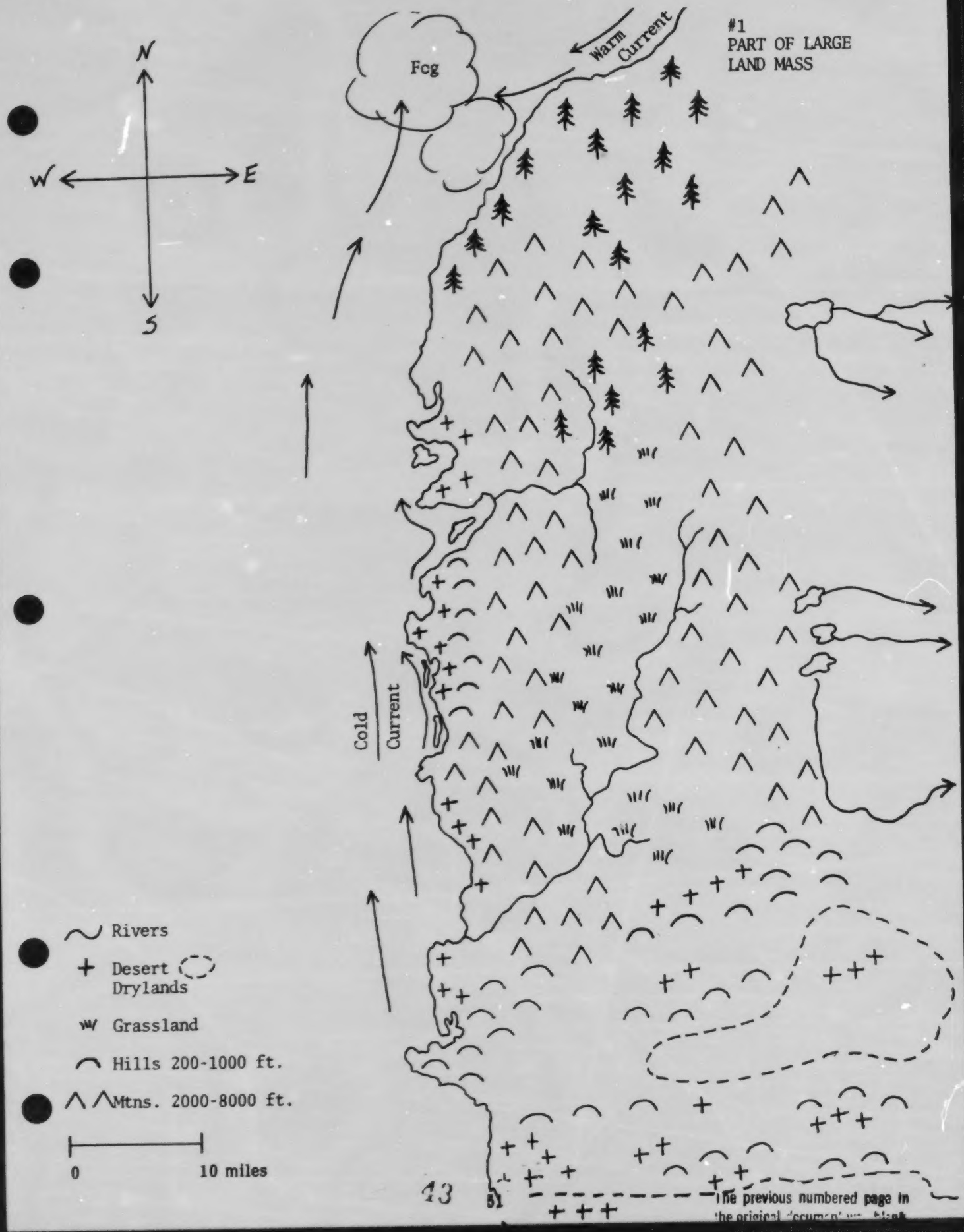

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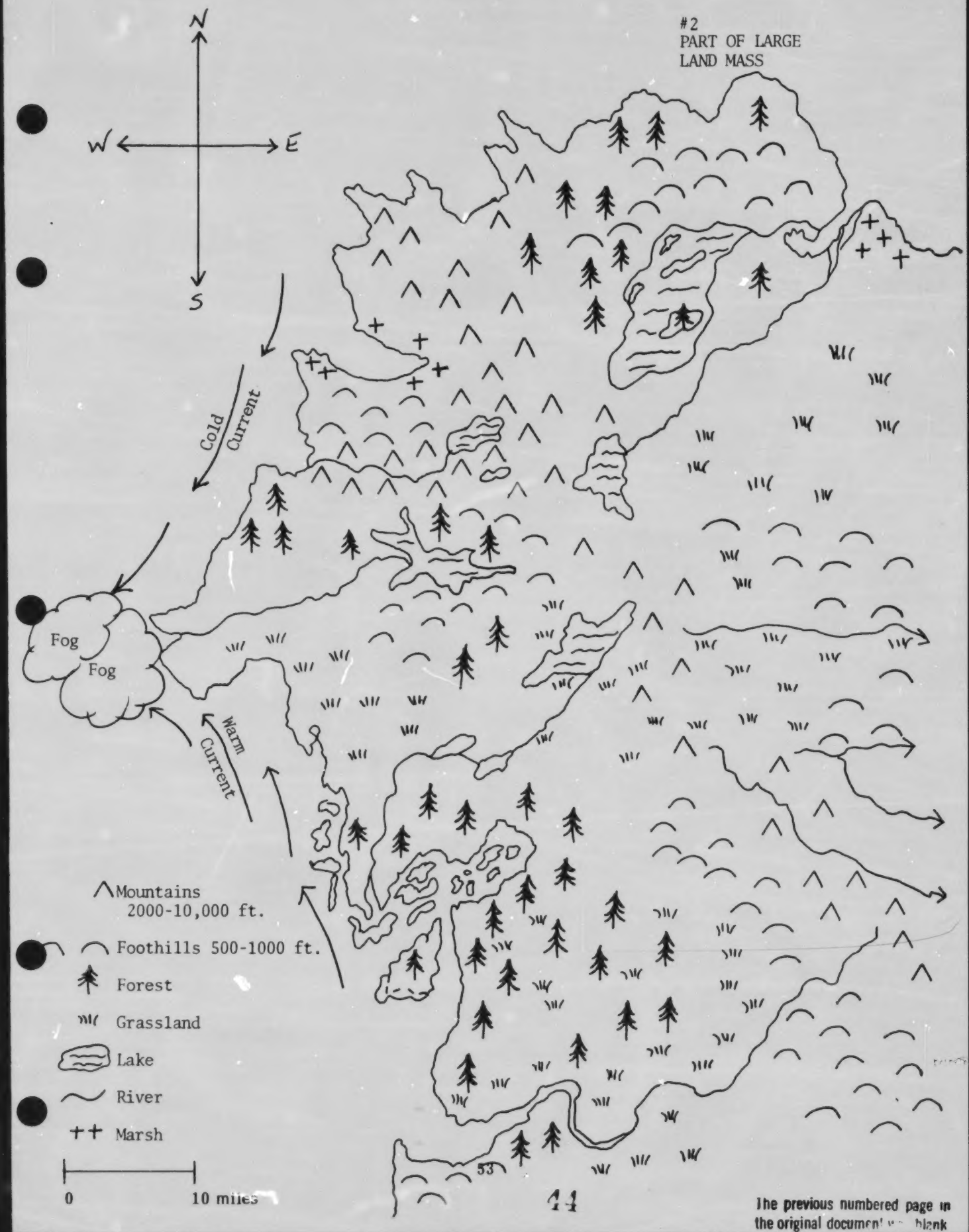

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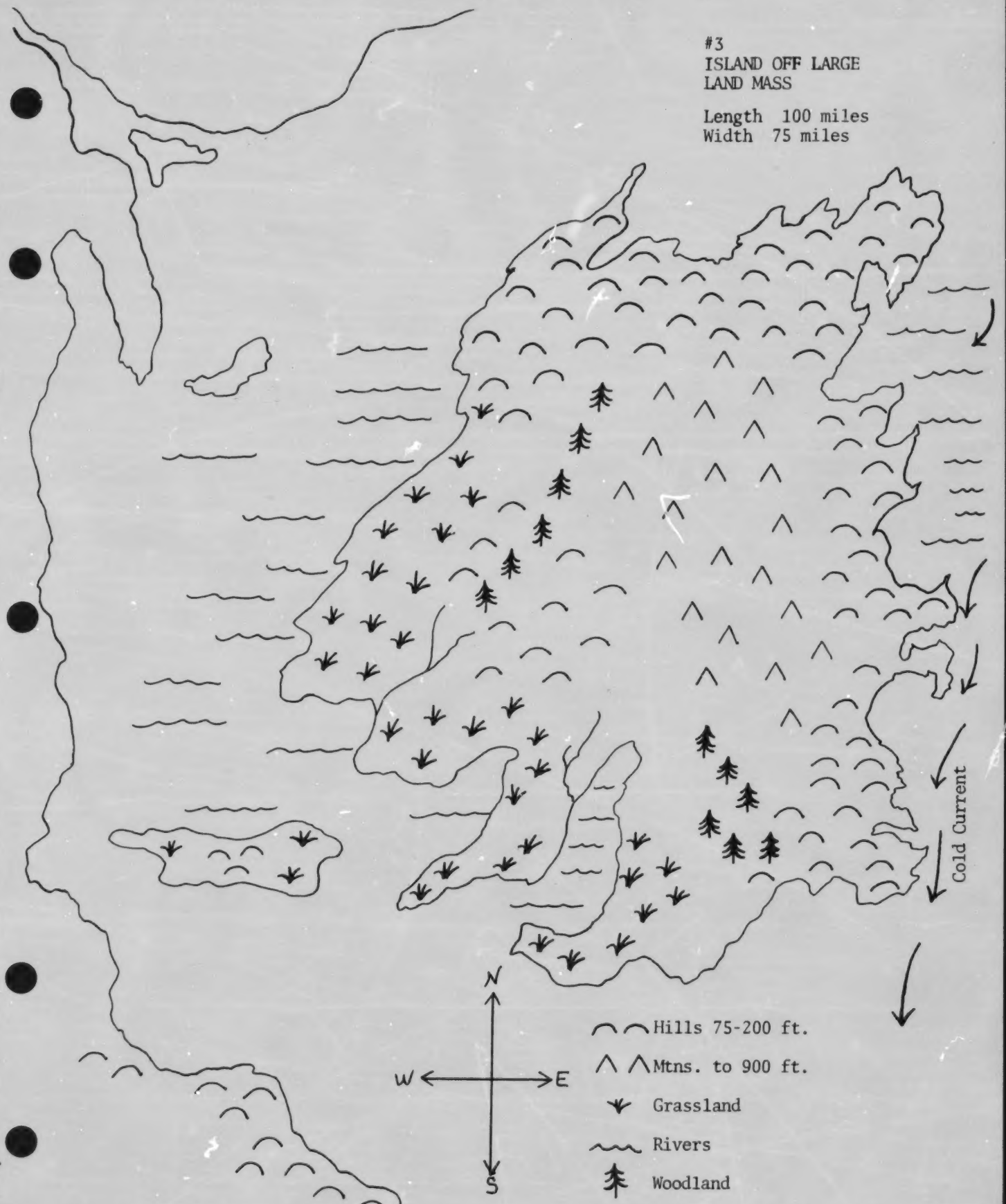
#3
ISLAND OFF LARGE
LAND MASS

Length 100 miles
Width 75 miles



45

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#4
LARGE LAND MASS

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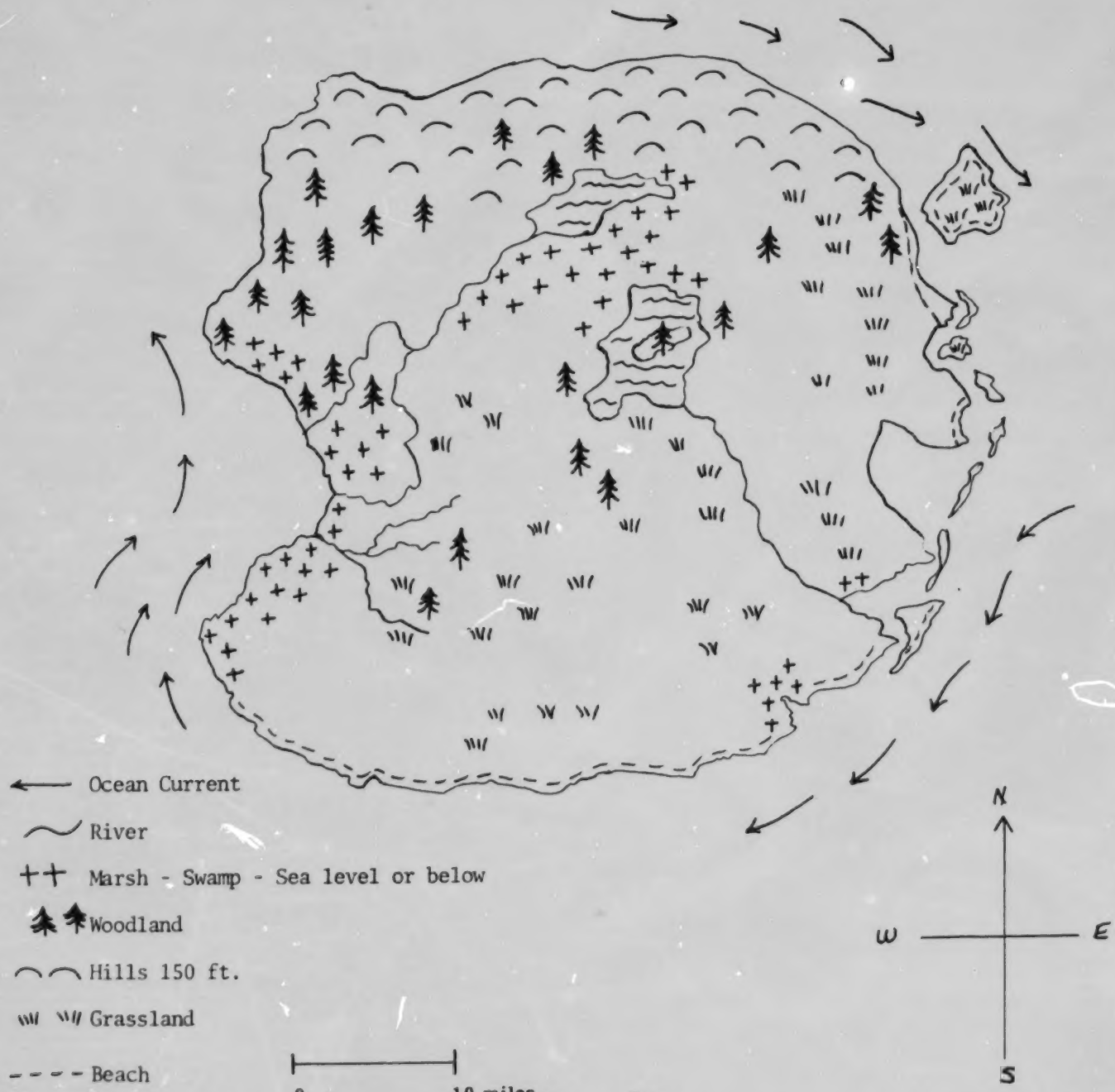
#5
ISLAND



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Lesson 6

Purpose: Provide opportunity for assuming citizen responsibilities.

Concept: Responsible citizenry

Time: 45 minutes

Materials:
Community Folder
Community Decision Sheet #6
Map pencils (if available)

Objectives:
1. Identify problems associated with physical settling of community.
2. Demonstrate an understanding of the factors which contribute to a community.

To the Teacher: Continue activity involving the establishment of the community. Review previous days activity.

Activities

1. Re-distribute the Community Folders to their respective groups.
2. Review previous days' activity.
3. Sharing Session: Ask each leader to tell briefly about the land the group encountered and what appears to be the best site location. Ask "What particular problems did the land and climate cause?" (Transparencies of the maps could be made for student use.)
4. Each student is to consider himself/herself the architect for the community. Each will receive the "Official Architect Design" sheet. Have each student draw the community as he/she sees it or write a description of the community.
5. After the drawings or descriptions are complete the group may select one or combine the ideas into one design for the community.
6. Collect the Community Folders.

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OFFICIAL ARCHITECTS DESIGN
(Written or Drawn)

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Lesson 7

Purpose: Provide opportunities for assuming citizen responsibilities.

Concept: Responsible citizenry

Time: 45 minutes

Materials:
Community Folder
Community Decision Sheet #7
Community Design (from Lesson 6)

Objectives:
1. Projecting possible solutions to problems.
2. Assuming responsibility for the success of the community.

Activities

1. Review the previous days activities.

2. Distribute the Community Folders to their respective groups. Remind students to have the Community Design available.

3. Group Task: Distribute Community Decision Sheet #7 and go over the directions.

   Today your group will have the task of deciding how the community should be set-up and how the group will be organized to take care of basic needs such as food and shelter. Using the work experience from role cards, jobs should be assigned to those who demonstrate skills and capabilities appropriate for certain jobs.

4. To the Teachers: You might check journal entries and group work as you move from group to group.

5. Collect the Community Folders at the end of the class period.

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COMMUNITY DECISION SHEET #7

FOCUS: Organizing and Settling the Land

GROUP TASK:

1. Decisions that have to be made to successfully establish the community.

   What kind of settlement will be built first? What materials will be used? Where will materials come from?

   _____

   _____

   _____

   _____

2. Discuss and Answer:

   How will the group organize to get food? What food is available from the land? What food crops will be planted?

3. Discuss and Answer:

   Who will assume the jobs? What jobs will be necessary? (Review role-play-cards for job experience.)

4. Complete Journal Entry #4

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NAME _____

GROUP _____ PERIOD _____

ENTRY # 4

Journal of _____. On this the _____day of _____in the year_____.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

General Topic

Getting settled and my job in the community is . . .

Use these word ideas:

experience
skill
share
responsibility
leader

Use 3-5 sentences.

(Explain-) Describe the first settlement and your job role.

Lesson 8

Purpose:	Provide for sharing of settlement experience. Project future problems that settlement will possibly experience.
Concept:	Problem Solving
Time:	45 minutes
Materials:	Community Folder Community Decision Sheet #8
Objectives:	1. The students will share individual and group experiences in problem solving. 2. Project potential problems 3. Identify probable solutions or alternatives
To the Teacher:	This lesson is a continuation of the previous days' activity. Sharing of experiences is an important element, however, the emphasis is on projecting problems that may possibly occur, possible solutions and being prepared with alternatives.

Activities

1. Review the previous days' activity.

2. A. Ask each leader of the groups to share (or any individual) the considerations that they had to deal with in setting up the community.

   B. Ask, "What were the special problems that the land and climate posed?

3. "As you work in your groups today you will be taking a look at the long term success of your community." Ask, "What will be some future problems or situations that the colony might have to deal with to insure it's success?" Your group should be able to list at least five problems.

4. For each set of problems possible solutions should be set down. Encourage groups to brainstorm solutions to their problems.

5. "Your Community Decision Sheet is #8. Notice that there is a journal entry. Allow time for the entry to be written and completed in class today."

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COMMUNITY DATA SHEET #8

FOCUS: Identifying Future Problems and Solutions.

SHARING SESSION:

Considerations and problems of land and climate that the settlers faced.

GROUP TASK:

1. Discuss this question:

   What will be some problems or situations that the community might have to face in the future. (Use land folder; previous work.)

   List at least five (5) main problems agreed on by the group.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. Using the problems identified by the group, what are some possible solutions or ways to deal with each of the problems?

   Problem 1 _____

   Problem 2 _____

   Problem 3 _____

   Problem 4 _____

   Problem 5 _____

3. Complete Journal Entry #5.

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NAME _____

GROUP _____ PERIOD _____

ENTRY # 5

Journal of _____. On this the _____day of _____in the year.

Write about your concerns for the future success of the colony. Mention solutions or alternatives.

Use these word ideas:

future
health(y)
wealth
secure

Write 1-3 sentences.

Underline the words in the entry.

Lesson 9

Purpose: Recognize the need for laws and establish a procedure for creating a system of laws

Concept: Need for laws

Time: 45 minutes

Materials: Role-card "In My Native Land"
"Purpose" from Community Decision Sheet #3
Community Decision Sheet #9

Objectives:

1. The student will identify reasons people and communities need laws.
2. List reasons for having laws
3. Distinguish between positive and negative aspects of laws

Activities

Students should be sitting in group setting

1. Large Group Discussion:

   "You have now located your community in the new land and organized yourselves to live and work in the new settlement. You have also identified some problems or situations that the community will probably have to deal with. It is likely that many of you recognized a need for some rules or laws to insure the long-life of your community."

2. A. Distribute to each student a role-card titled "In My Native Land." The information on the card tells you what the laws were like in the land where you used to live. Read the cards and think about the laws there.

   B. Ask, "Why do people needs laws or rules?" List responses on board.

3. You will be working on Community Decision Sheet #9 in your groups. You will be using the data cards to make a chart showing the negative (unpleasant or bad) and positive (good) points of the laws that existed in the different lands that each of you came from.

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NAME _____ GROUP_____ PERIOD_____

COMMUNITY DECISION SHEET #9

FOCUS: The Need for Laws and Rules

LARGE GROUP DISCUSSION:

"Why do people need laws or rules?"

GROUP TASK:

1. Discuss and list several reasons (at least 5) why our community needs laws and rules. State why.

   1. _____
      _____
   2. _____
      _____
   3. _____
      _____
   4. _____
      _____
   5. _____
      _____

2. We set a purpose for our community. What kinds of laws do we need in order to carry out the purpose. Explain. List at least 3.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

3. Each member of the group will read the "Native Land" card to the group that tells what the laws were like in their native land.

   As a group, talk about the information and decide the good (positive) and bad (negative) points of the laws. Be brief but state clearly.

Data Card "In My Native Land" - 1 box for each member

Negative→ laws				
←Positive of				

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IN MY NATIVE LAND....to vote a person has to own land and to own land a person had to be the same religion as the leader.

IN MY NATIVE LAND....there was a king who approved or disapproved the laws made by the elected assembly.

IN MY NATIVE LAND....to have a voice in government every person had to be present to state their opinion and to vote.

IN MY NATIVE LAND....only one persons' name appeared for each office on a ballot for election and everyone above a certain age was required to vote in the elections.

IN MY NATIVE LAND....everyone who was an adult could vote on issues and could speak freely on the issues in public.

IN MY NATIVE LAND....a person could only participate in elections if he or she showed a profit in a business enterprise the previous year.

IN MY NATIVE LAND....a person could not express an opinion contrary to the leaders opinion and only persons selected by the leader had a hand in running the government.

IN MY NATIVE LAND....all people could vote if he/she made a certain amount of money each year and came from a family line recognized by the leadership.

IN MY NATIVE LAND....A person could express opinions in writing or speech and could vote for persons who would represent their ideas to the rest of the people of the land.

IN MY NATIVE LAND....any person could vote if they were above a certain age.

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IN MY NATIVE LAND....a person could express opinions to elected officials without fear of harm.

IN MY NATIVE LAND....only persons of certain races and sexes and age could vote and participate in elections.

IN MY NATIVE LAND....laws were written down for all to see and know. Provisions were made for changing laws if the people didn't like the laws after a while.

IN MY NATIVE LAND....elected leaders who abused power and broke the laws could be removed from office by an elected assembly using special procedures.

IN MY NATIVE LAND....white males who owned property could vote. Only white males were allowed to own property.

IN MY NATIVE LAND....a person was expected to vote, pledge allegiance to the leader and give up three fourths of the profit on their produce or salary to the government.

IN MY NATIVE LAND....a very strong leader made the decisions for the people.

IN MY NATIVE LAND....a person did not have to participate in the government activities if they did not wish although he must be law abiding.

IN MY NATIVE LAND....a person had to register as a citizen once a year in the city of one's birth and pay a tax based on how far one lived from the place of birth.

IN MY NATIVE LAND....a person could write or speak against or for the government or an elected leader if they did not cause personal harm to anyone involved.

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Lesson 10

Purpose:	Identify freedoms that need protection by laws and citizen responsibility to the laws.
Concept:	Freedom/Rights Respect for law
Time:	45 minutes
Materials:	Community Decision Sheet #9 from previous day Role Identity Card Community Decision Sheet #10
Objectives:	1. The students will define the term "freedom" 2. Identify freedoms that require protection 3. Determine citizen responsibilities to law and community
To the Teacher:	Lesson 10 is a continuation of assessing the need for laws by students. Personal rights and freedoms should emerge as necessary items to be included in kinds of laws that need to be set-up

Activities

1. Large Group: Review previous days' activity. "You have analyzed some of the laws in the home countries as to their positive and negative points. Keeping those points in mind you will begin to think of the kinds of laws you will want your community to have."

   A. Ask, "What does the word "freedom" mean to you?
   List responses on board.

   B. Ask, "Which of the ideas about freedom can we group together?"
   Group the ideas.

   C. Ask, "What names or labels can we give to these items that are grouped together? Add labels.

2. "Using these ideas about freedoms you will be making decisions about which special freedoms your community wants to preserve and protect."

   "Begin with your group task on Community Decision Sheet #10. Notice that there is a journal entry and that time should be allowed to complete the entry in class."

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COMMUNITY DECISION SHEET #10

FOCUS: Freedoms and Responsibilities of Citizens

LARGE GROUP:

Discuss what "freedom" means and what kinds of freedoms are important to people.

GROUP TASK:

1. On a separate paper, each person should make a list of special freedoms that are important to the community. (Allow about 3-5 minutes.)
   a. Each person shares his list with the group.
   b. Discuss and compare lists.
   c. Decide on 5-7 freedoms that the group believes to be the most important to the community. (These should be based on the "purpose," needs of the group, chart of negative and positive points of law and individual needs.)

   _____
   _____
   _____
   _____
   _____
   _____

2. Discuss this question and list at least 5 responses. "What kinds of responsibilities should citizens have to the laws and to the community?"

   _____
   _____
   _____
   _____
   _____

3. ANSWER ALONE - Using the above lists. "What kind of leadership will our colony need in the future?"

4. Complete Journal Entry #6.

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NAME _____

GROUP _____ PERIOD _____

ENTRY # 6

Journal of _____. On this the _____day of _____in the year_____.

Describe your feelings about the laws and how important you believe laws or rules to be.

Use these word ideas:

fair
freedom(s)
protection
responsible
people
"I"

Use no less than 2 nor more than 5 sentences

Use "In My Native Land" card if needed.

Lesson 11

Purpose: Present models of structures of governments and laws. Provide experience of formulating laws and creating governmental structure.

Concept: Structure of government

Time: 45 minutes

Materials: Transparencies
Note Sheet
Community Decision Sheet #11

Objectives:
1. Observe models of governmental structures
2. Compare executive, judicial, legislative functions.

To the Teacher: After presentation of types and kinds of governmental structure students, in groups, will write laws and select a model of government compatible with group and community needs.

Activities

1. Large Group:

   A. Ask, "What are some of the kinds of governments that you know about?" List responses on board.

   B. Ask, "What are some other kinds of governments you know about that aren't related to countries or nations?" List responses on board. (Possible responses: clubs, city, county, state, school.)

2. Distribute the Note Sheet for students to use in the following explanation.

3. "Let's look at some models of different types of governmental organizations. As you view these, I will ask you to take some notes and definitions." The next task your community has is to decide on the kind of government best for it and write the laws for the community."

4. "As you have learned, leadership is very important especially for groups organized for a purpose. Let's begin today with governments that have differing leadership roles. The powers of these leaders are given to them by law or taken by the leader with power from outside the law.

   Transparency 1: These drawings depict governments where the leadership is very different from one another.

   Example A: "What kind of symbol of leadership do you recognize in example A? (King-Queen - crown symbol). Does anyone know the proper name of a government with a King or Queen?" (Monarchy) Write "Monarchy" in the #1 blank on your note sheet. The definition is - rule by a King or Queen. They

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are not elected or appointed but born to that role. Can anyone name a reigning king or queen?

Example B: "Here we see a leader who appears to be making and breaking laws at will." "Does anyone know the name for this type of leadership?" (Dictatorship - Autocrat) A dictator can become the leader by appointment, election, birthright, or take-over. Sometimes elected by people but takes law in own hand and governs as supreme ruler. Can be friendly to needs of people or a tyrant.

Example C: Ask, "What do the people appear to be doing in this example?" (Ballots in ballot box). "Who can tell me the name for governments when leaders are elected by popular votes? (Democracy) Popular means all eligible voters can cast ballots for leader in elections." Any government that provides for the people to elect representatives is a republic.

The accepted definition of a democracy is: the people are supreme.

Transparency #2:

A. The rules or laws of a people whether a club, a nation, state or city provide for the kind of leadership that will exist." Those laws usually state how a person (or persons) become the leader and also state the powers of the leader. The laws also tell how additional laws will be made and changed and who and how the laws will be enforced."

B. In #3 you have a definition; "fundamental (or basic) laws of a nation or state." "Who can tell us the term that should go with that definition?

Transparency #3

A. "Before we look at models of govenmental structures your community might be interested in, lets look at a governmental set up that has three main parts each with definite powers and duties."

B. On your sheet by #4 write in the role each of the parts play.
   Executive: carries out the law
   Judicial: interprets the law
   Legislative: makes the laws.

   "The Executive" is the leadership; can be one person or several with same power. Can enforce laws by calling out troops or police. Can be elected or appointed.

   "The Judicial" decides whether actions or laws are legal within the law and if new laws are within the constitution (or rules). Interprets the law. Can be elected or appointed.

   "The Legislature" is usually made up of many people. They can be elected or appointed. They make laws and change laws. In a democracy they represent the people.

   In the U.S. the people elect representatives to serve in the Legislative Branch. We call them Senators and Representatives

And all of the people elect the Executive who is the President. (Write President on transparency below Executive)

The head of the Executive Branch usually appoints the members of the Judicial branch.

Most state governments are set up like the U.S. government. The Executive of a state has the title Governor.

Optional depending on interest or ability of students:

Transparency #4

The Executive, Judicial and Legislative roles can be adapted to fit into most government set-ups. The laws determine who has what power and duties.

You may belong to a club that has an organization of officers and committee chairpersons. Who belongs to an organization with written rules and has some structure? Tell us what the group is? What are the titles of the leader? How do they get to be the leader? Elected?

Transparency #5

Let's look at how city governments have provided for leadership.

Mayor-Council Type of City Government - In the Mayor-Council type of city government, the voters elect both a council and a mayor. The mayor is the chief executive and the council exercises the legislative power. The Council passes city laws and sets local taxes.

Transparency #6

Council-Manager Type - The Council is elected at large by the voters and generally possesses wide powers. It hires the city manager who is the administrator. The council exercises legislative powers and the city manager carries out the policies set by the council. The city manager also appoints the heads of departments and sees that they carry out the policies.

5. "You will now receive Community Decision Sheet #11. The main task of the group will be to discuss the models of governments that you have seen and decide which is best for the people of your community. If there are parts of the several models that you especially like then combine the parts that suit your group.

I suggest that you keep your model simple and the laws that you write very general. Time doesn't allow for detailed plans and laws."

Read the task instructions carefully. You may find that it will be necessary to vote if the group cannot agree or compromise.

Explain that you will visit with each group to go over any of the models that they do not fully understand. If necessary point out that elected representatives such as a mayor rely on the vote of the people to stay in power (as in a democracy).

MODELS OF GOVERNMENT

NOTE SHEET

Take notes and fill in blanks as teacher talks and shows tranparencies.

1. Three kinds of governments — Definition

   A. _____ _____

   B. _____ _____

   C. _____ _____

1. A form of government where people elect representatives is a:

   _____.

2. A _____ is the fundamental (basic) law of a nation or state.

3. A. Executive: _____

   Additional information: _____

   _____

   B. Judicial: _____

   Additional information: _____

   _____

   C. Legislative: _____

   Additional information: _____

   _____

MODELS OF GOVERNMENT

NOTE SHEET

Take notes and fill in blanks as teacher talks and shows tranparencies.

1. Three kinds of governments — Definition

   A. Monarchy — Rule by King or Queen. May or may not be powerful.

   B. Dictatorship / Autocrat — Supreme power in one person. May be appointed; elected or take position by force.

   C. Democracy — The people are supreme. The power of government is in the hands of the people

1. A form of government where people elect representatives is a: republic.

2. A Constitution is the fundamental (basic) law of a nation or state.

3. A. **Executive:** carries out the law.

   Additional information: is the leader - can be one or more persons. Has powers to enforce laws by calling out police/troops.

   B. **Judicial:** interprets the law (decides what is legal).

   Additional information: courts; Judges; police.

   C. **Legislative:** Makes the laws (elected or appointed).

   Additional information: Make or change laws (like the Senate and House of Representatives).

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NAME _____

GROUP _____ PERIOD _____

COMMUNITY DECISION SHEET #11

FOCUS: What type of government and laws for our community.

LARGE GROUP: Note taking.

GROUP TASK:

1. Using the community "Purpose"; previous classwork, and information on models of government decide on a model or structure of government that will best suit the needs and desires of your community.

   Describe the model. Include role of the leader and the citizens.

   _____

   _____

   _____

   _____

   _____

   Tell why this model was selected:

   _____

   _____

2. In the box draw a diagram of the structure of the government selected by the community. (Make a scratch copy first.)

* The next activity will involve writing the laws; selecting a motto (slogan), symbols, creating a flag, etc. for your community. Bring any special pens, map pencils that will make your group's project bright and attractive.

STRUCTURE OF GOVERNMENT

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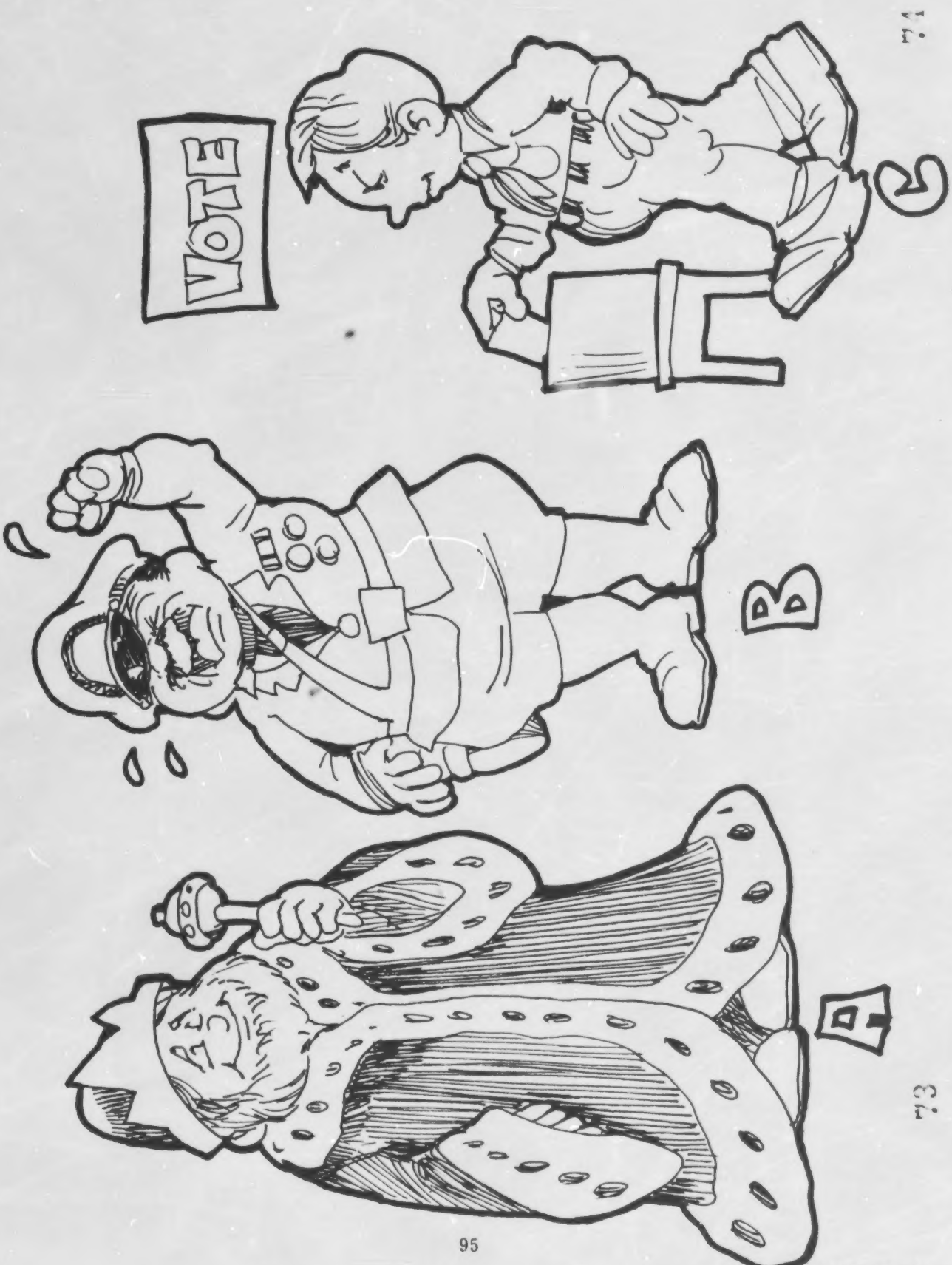
Transparency 1



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Transparency 2

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Transparency 3

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Organizations

Scouts

Church Groups

Glee Clubs

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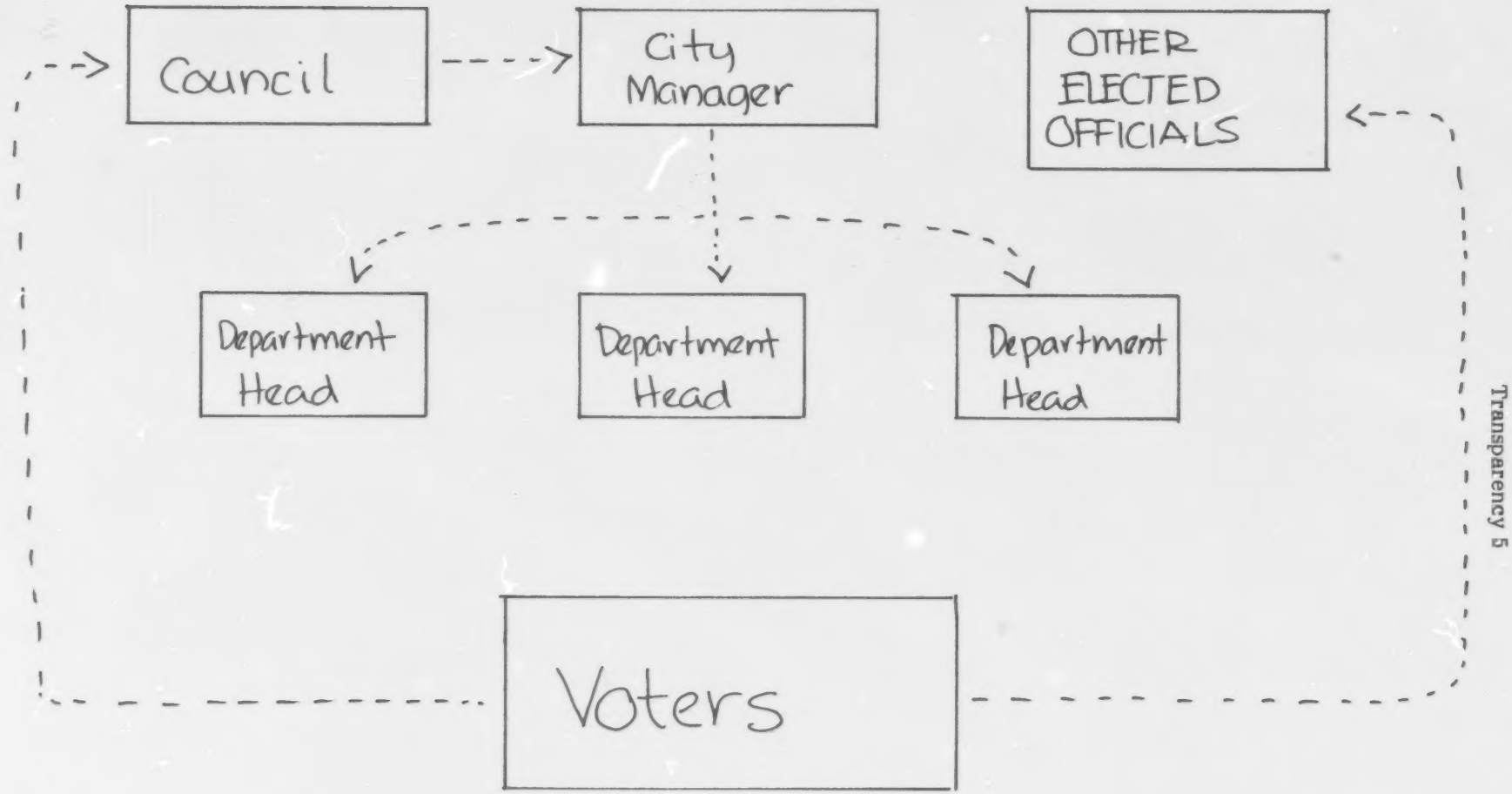
Council - Manager



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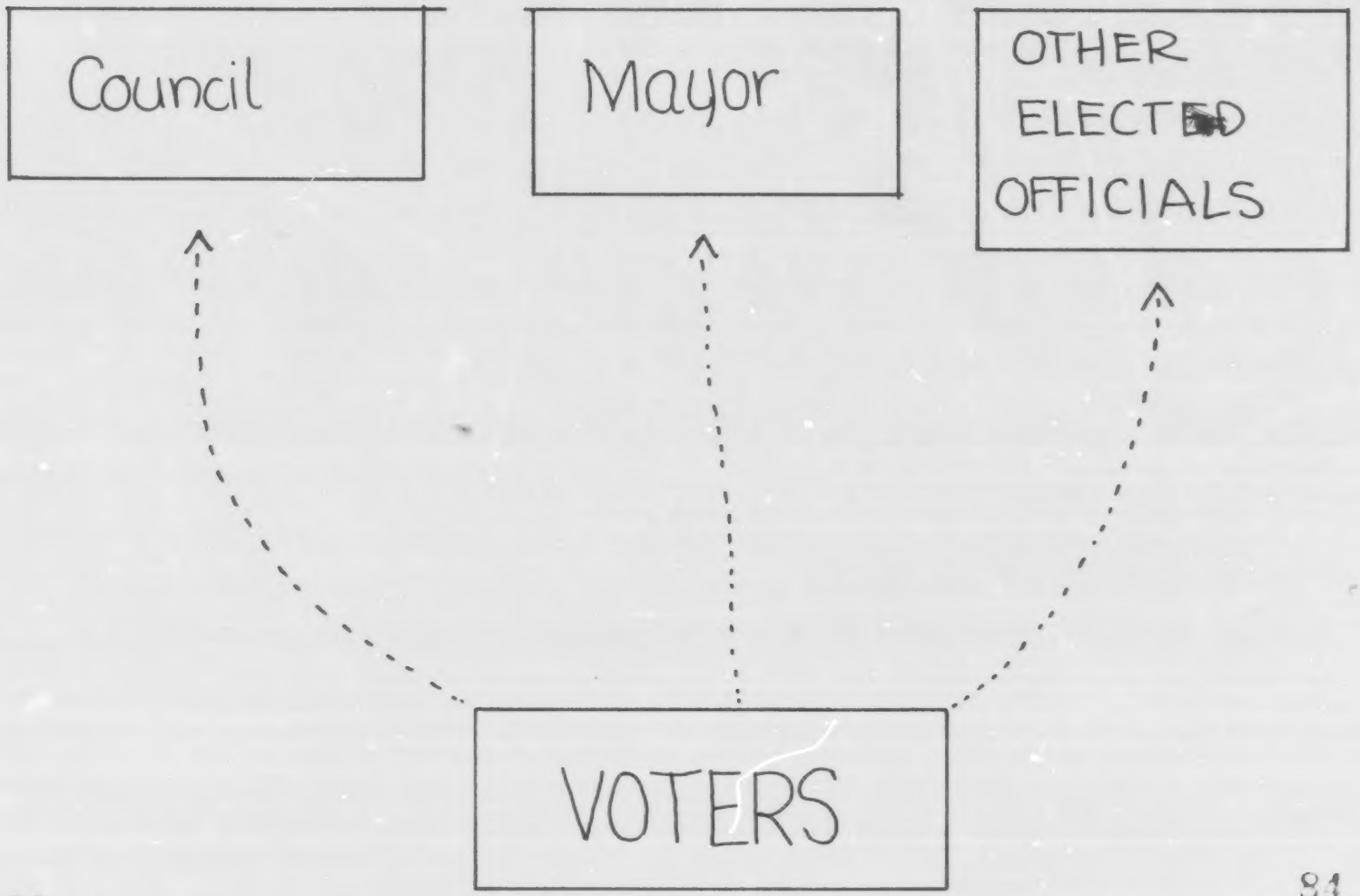
Mayor - Council



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Lesson 12

Purpose:	Creating laws, establishing symbols of the community and government.
Concept:	Function of government Symbols
Time:	2 class periods
Materials:	Blank Paper "Purpose" on Community Decision Sheet #3 Model of Governments Notes Community Decision Sheet #12 Reference books to use for drawing of symbols U.S. Constitution
Objective:	1. Create laws that will protect individual freedoms. 2. Create symbols representative of the community and community purpose.
To the Teacher:	The student task will require two class periods culminating in a sharing by each group. Reference materials such as a U.S. Constitution, pictures of flags and mottoes, examples of rules or laws, should be available for students in classroom. It may be a time saver to have the law writers gather at one time in a corner of the room to receive tips on writing.

Activities

1. Distribute the instructions and the Community Decision Sheet to each group leader.

2. Explain that students will begin the final acts related to establishing the community. Community Decision Sheet #12 will guide the groups. There are also suggestions for creating the laws and the symbols.

   The first thing each group will need to decide is who will do which jobs. Discuss your strengths and interests after you read the assignment.

   Having worked in groups for many days you should know each others strengths very well. Decide on two people to write the laws. These people need to have a good idea of what the laws should reflect about the community and also have a way with words. There are separate instructions for each of the activities. Your leader will distribute them. Do not spend too much time deciding on who is to do what. Hold an election or draw names for jobs if necessary. Your elected leader can appoint people to jobs if the group agrees.

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COMMUNITY DECISION SHEET #12

FOCUS: Creating the Law and Symbols

MATERIALS NEEDED:

All Community Decision Sheets and notes. Reference materials, special pens, pencils, rulers.

GROUP TASK:

The group members will complete several assignments that will be shared with the class at completion.

1. Write member's name in blank. Select from this list - work separately or divide work among group. Instructions are on separate page.

   A. Two people writing laws:

   _____

   _____

   B. Motto or slogan:

   _____

   _____

   C. Flag:

   _____

   D. Animal; bird; tree:

   _____

   E. Create and design a form of money:

   _____

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Name_____

GROUP_____ PERIOD_____

2. Before beginning the separate tasks the group needs to discuss ideas for:

   A. Laws: What special things to include?

   _____

   _____

   _____

   _____

   B. Symbols:

   _____

   _____

   _____

   _____

   C. Flag: Colors; symbols, etc.

   _____

   _____

   _____

   D. Motto: Any special slogans that might reflect the purpose.

   _____

   E. Money

   _____

INSTRUCTIONS FOR CREATING LAWS AND SYMBOLS

LAWS

Should be well stated and clearly written. The laws should be set up like the model you selected for your colony.

Be sure to include a process to elect a leader; who can vote; how laws will be made and enforced. The freedoms important to your group should be included in the laws.

Share the work with the group at the end of the day.

The laws should be written on separate paper to be turned in when completed.

MOTTO OR SLOGAN

Should be short and to the point. Should say something that describes the purpose of the colony, or the personality of the founders or describes the land. Use print or special script.

FLAG

Use color; straight edge; make it neat; decide on symbols and/or colors. The flag should represent something special. The explanation should be written on the back of the flag.

ANIMAL; BIRD; TREE

Use color. Outline clearly; label in neat printing.

MONEY

Design and create a form of money that will be used in trade.

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Lesson 13

Purpose: Share experiences in formulating laws and symbols of the new community.

Time: 1-1½ clas periods

Materials: Student made materials for demonstration

Objectives:
1. Explain laws that protect individual freedoms.
2. Demonstrate ability to function within a group.

Activities

1. Distribute Community Decision Sheet #13 to each group. Be sure students understand the reporting procedure.

2. Each group will have 10 minutes for sharing. The leader or spokesperson will tell briefly about the land and the site selected for the community and something about the group of settlers. The person explaining the model of government and laws should follow. Then the symbols should be shown and explained.

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COMMUNITY DECISION SHEET #13

Focus: Sharing experiences

Activity: Large Group Setting

1. Each group will share experiences in writing laws and creating symbols.

   Every person in the group should take part in sharing

   Decide who will be doing what.

A.	Leader/ Spokesperson:	Tell briefly about community, group, purpose.
B.	Laws:	Show structure of government (model) Major laws spotlighted Freedoms that laws will protect.
C.	Motto/ Slogan:	Read and display; explain meaning
D.	Flag:	Show and explain meaning
E.	Animal, Bird Tree, etc.:	Show and explain meaning
F.	Seal:	Show and explain meaning or picture
G.	Money	Show and explain use
H.	Map/Diagram of commmunity: (completed in earlier lesson)	Explain.

Tips on Good Presentation

2. Organize thoughts; make notes if necessary; introduce yourself as role-card person. Remember to speak up.

3. Be a good listener to other presentations.

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Lesson 14

Purpose: Assessment of community success Self/Group Evaluation

Time: 45 minutes

Materials: Community Evaluation #14
Dictionaries

Objective:
1. Assess the success of the community
2. Evaluate own participation and contributions in activity
3. Evaluate participation and contribution of others in group.

Activities

1. Large Group: Explain that you are going to distribute a paper that has a place for their final journal entry and a self and group evaluation form. "Please evaluate fairly. Ask yourself how much each person added to the group, including yourself. The journal entry is important in that it is the final statement made by your role identity. Take time to organize your thoughts before writing."

2. When you are finished turn in your paper. On the board are the terms used over the past 15 days. If you are unsure of the meanings of any of the words look them up in the dictionary and write the definitions.

   Place the following words on the board.

characteristic	despot
trait	tyrant
community	dictator
settlement	oppression
state	constitution
nation	fundamental
responsibility	symbol
unanimous	citizen
compromise	citizenry

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COMMUNITY DECISION SHEET # 14

FOCUS: Evaluation

1. It is not necessary to share this with neighbors or group members. After completing, fold paper in half with Journal Entry face up.

2. Complete Journal Entry # 7.

Group Names (Rank by Numbers 1-5. 1 is lowest. 5 is highest. Fill in all columns)	PARTICIPATED IN TASKS THAT INVOLVED LISTING IDEAS	PARTICIPATED IN GROUP DECISIONS	CONTRIBUTED IDEAS TO THE GROUP	WAS ATTENTIVE TO GROUP - INTERESTED	STAYED WITH ROLE IDENTITY MOST OF TIME	RESPECTED OTHER MEMBERS IDEAS	COMPLETED JOBS (TASKS) ASSIGNMENTS (SUCH AS SHARING ACTIVITIES	OVERALL PARTICIPATION AND CONTRIBUTION TO GROUP	TOTAL SCORE	SPECIAL COMMENTS

What was your favorite thing to do out of all the different tasks and activities?

What is one thing new that you learned about yourself from working in groups?

What is one thing you learned about someone else that you did not know before working in groups.

NAME _____

GROUP _____ PERIOD _____

ENTRY # 7

Journal of _____. On this the _____ day of _____ in the year _____.

Describe your feelings about your community at this time.

Tell how successful and long lasting you predict it to be.

Use these word ideas:

"Laws"
"success"
"longlasting"
"proud (pride)"
"freedom"

Use no more than five (5) sentences.

EVALUATION

Essay Evaluation: You may use notes and Community Decision Sheets and your group's experiences to answer these questions.

On a separate sheet organize your sentences into a thoughtful paragraph before writing on this paper.

1. What are some of the things that take place when several people make group decisions. Explain why you think these things occur. What special problems are there?

2. When a time comes that you can vote for a leader either at school or at some other time, what special leadership qualities would you want that person to have. Include at least 3-5 qualities.

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3. Thinking back over this unit, what was your role (responsibility) in the establishment of the community. Write 3-5 sentences in explaining your activities.

4. What responsibilities do you think that citizens will have to assume if the community is to be successful and last for many years? List 3-5 responsibilities in sentence form.